



Importance of Common Core State Standards, Value-Added Assessment, & PARCC to Higher Education

***Jeanne M. Burns, Ph.D.
Associate Commissioner for Teacher &
Leadership Initiatives
Louisiana Board of Regents***

**Superintendents Summer Conference
June 11, 2012**

quality

Why are the Common Core State Standards, Value-Added Assessments, & PARCC Important to Higher Education NOW?

- **Common Core State Standards:** Teacher candidates entering and enrolled in teacher preparation programs during fall 2012 will be expected to teach using the Common Core State Standards in 2014-15
- **Value-Added Assessment:** Value-added scores of new teachers who complete teacher preparation programs are being used to examine the effectiveness of teacher preparation programs
- **Partnership for Assessment of Readiness for College and Careers (PARCC):** Teacher and teacher preparation effectiveness will be based upon student performance on the new PARCC assessments in 2014-15; post-secondary education has been asked to accept high school PARCC scores to determine placement in entry-level, credit-bearing math and English courses at 2- and 4-year colleges

What role did district superintendents and school leaders have in changing teacher preparation in Louisiana?

- The following concerns expressed by district superintendents and school principals in 1999-2000 led to changes:
 - Lack of accountability for quality of new teachers completing teacher preparation programs
 - Inability of some teacher preparation program graduates to pass Praxis examinations for certification
 - Lack of alignment between state teacher and student content standards and teacher preparation curriculum within some teacher preparation programs

Where role did the Blue Ribbon Commission have in changing teacher preparation in 1999-2000 and 2000-2001?

RECOMMENDATIONS FOR STRONGER REQUIREMENTS & PATHWAYS FOR TEACHER CERTIFICATION & PREPARATION

- New state policies to create stronger teacher certification requirements (BESE)
- New state policies to create stronger alternate and undergraduate pathways (BESE)
- New state policies to redesign teacher preparation programs and sunset pre-redesign programs (BoR)



Five Levels of Effectiveness for Teacher Preparation Programs in Louisiana Board of Regents (2001-2014)



**Level 5: College and Career Readiness
(CCSS, Compass, & PARCC)**

**Level 4: Effectiveness of Growth in
Student Learning
(Value Added Teacher Preparation
Program Assessment)**

**Level 3: Effectiveness of Impact
(Teacher Preparation Accountability System)**

**Level 2: Effectiveness of Implementation
(NCATE/TEAC – Comprehensive Assessment System)**

**Level 1: Effectiveness of Planning
(Redesign of Teacher Preparation Programs)**

quality



How is higher education in Louisiana now using value-added assessment data?

- Louisiana can now link teacher preparation programs to the new special education and regular teachers they prepared to the students that the new teachers taught
- Louisiana can provide teacher preparation programs with relevant data pertaining to their effectiveness in preparing new special education and regular teachers
 - (October 2006) By **content areas** (Reading, Mathematics, Science, Social Studies, English/language arts)
 - (March 2011) By **certification grade spans** within content areas (Grades 1-5, Grades 4-8, Grades 6-12, & Special Education)
 - (Fall 2011) By **student achievement bands** within content areas (Lowest 25%, Middle 50%, & Highest 25%), Free/Paid Lunch, & Special Education/No Disability
 - (Fall 2011) By individual teacher **actual student achievement, predicted student achievement, and content standards breakdowns** for achievement tests

What criteria is used to determine if new teachers will be included in the calculation of value-added scores for teacher preparation programs?

- Inclusion for each content area
 - Redesigned programs only
 - 25 or more new teachers in grades 4-9
 - Teaching within certification area prepared to teach
 - Remained with student full academic year
- 10 universities and 2 private providers are included in the 2009-2010 results
- 9 universities lacked a sufficient number of new teachers in the content areas to be included – they will be included in the future once they meet the criteria for inclusion

Five Performance Levels (2006-2010)

Programs in which grades 4-9 students taught by new teachers performed at levels that were:

- **Performance Level 1:** Outcomes that were better than students taught by **experienced** teachers
- **Performance Level 2:** Outcomes that were comparable to students taught by **experienced** teachers
- **Performance Level 3:** Outcomes that were comparable to students taught by **new** teachers
- **Performance Level 4:** Outcomes that were weaker than students taught by average **new** teachers
- **Performance Level 5:** Outcomes that are statistically significantly weaker than average **new** teachers

quality

State Research Teams and Universities Using Data to Create Effective New Teachers



**Dr. Vickie Gentry, Dean
College of Education and
Human Development
Northwestern State University**



2009-2010 Value-Added Teacher Preparation Assessment Results

UNIVERSITY A: NORTHWESTERN STATE UNIVERSITY ALTERNATE CERTIFICATION PROGRAM (2005-09 Data)

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	Science	Language Arts	Reading	Math	Social Studies
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>	Example: +3.3				
<i>Level 2: Growth in achievement COMPARABLE to students taught by EXPERIENCED teachers.</i>					
<i>Level 3: Growth in achievement COMPARABLE to students taught by NEW teachers.</i>					
<i>Level 4: Growth in achievement BELOW students taught by other NEW teachers.</i>					
<i>Level 5: Growth in student achievement SIGNIFICANTLY BELOW students taught by other NEW teachers.</i>					

Longitudinal Assessment Results

UNIVERSITY A: NORTHWESTERN STATE UNIVERSITY ALTERNATE CERTIFICATION PROGRAM

SCIENCE

Amount of Growth in Achievement	2006-07 Results	2007-08 Results	2008-09 Results	2009-10 Results
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>				

quality

Longitudinal Assessment Results

UNIVERSITY A: NORTHWESTERN STATE UNIVERSITY ALTERNATE CERTIFICATION PROGRAM

LANGUAGE ARTS

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	2007-08 Results	2008-09 Results	2009-10 Results
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>			
<i>Level 2: Growth in achievement COMPARABLE to students taught by EXPERIENCED teachers.</i>			

READING

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	2007-08 Results	2008-09 Results	2009-10 Results
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>			
<i>Level 2: Growth in achievement COMPARABLE to students taught by EXPERIENCED teachers.</i>			

quality

Example of Longitudinal Assessment Results

UNIVERSITY A: NORTHWESTERN STATE UNIVERSITY ALTERNATE CERTIFICATION PROGRAM

MATHEMATICS

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	2006-07 Results	2007-08 Results	2008-09 Results	2009-10 Results
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>				
<i>Level 2: Growth in achievement COMPARABLE to students taught by EXPERIENCED teachers.</i>				
<i>Level 3: Growth in achievement COMPARABLE to students taught by NEW teachers.</i>				
<i>Level 4: Growth in achievement BELOW students taught by other NEW teachers.</i>				
<i>Level 5: Growth in student achievement SIGNIFICANTLY BELOW students taught by other NEW teachers.</i>				

Example of Grade Span Results (2009-2010 Report)

UNIVERSITY A: NORTHWESTERN STATE UNIVERSITY ALTERNATE CERTIFICATION PROGRAM

MATHEMATICS

Strength	Certification Grade Spans	N	Effect Estimates
	Elementary (Grades 1-5)	17	5.9
	Middle School (Grades 4-8)	7	0.4
	Secondary (Grades 6-12)	11	-6.4
	Special Education	27	-6.1
Mean Effect Estimate for <i>Northwestern State University</i> for <i>Mathematics</i> (Level 3 Performance Level)			-1.5

Mean Effect Estimate for All New Teachers for Mathematics = -3.1

CURRENT QUESTION: Are students of new teachers performing equally as well in all mathematical content standard areas on the achievement test (e.g., Number and number relations; algebra; measurement; geometry; data analysis, probability, & discrete math; and patterns, relations, & functions)?

quality

State Research Teams and Universities Using Data to Create Effective New Teachers



UNIVERSITY
OF
LOUISIANA
L a f a y e t t e

**Dr. Gerald Carlson, Dean
College of Education
University of Louisiana
at Lafayette**

**2009-2010 Value-Added Teacher Preparation
Assessment Results**
UNIVERSITY B: UNIVERSITY OF LOUISIANA AT LAFAYETTE
ALTERNATE CERTIFICATION PROGRAM (2005-09 Data)

Amount of Growth in Achievement of Grades 4-9 Students Taught by New Teachers	Science	Language Arts	Reading	Math	Social Studies
<i>Level 1: Growth in achievement GREATER than students taught by EXPERIENCED teachers.</i>					
<i>Level 2: Growth in achievement COMPARABLE to students taught by EXPERIENCED teachers.</i>					
<i>Level 3: Growth in achievement COMPARABLE to students taught by NEW teachers.</i>					
<i>Level 4: Growth in achievement BELOW students taught by other NEW teachers.</i>					
<i>Level 5: Growth in student achievement SIGNIFICANTLY BELOW students taught by other NEW teachers.</i>					

Example of Grade Span Results (2009-2010 Report)

UNIVERSITY B: UNIVERSITY OF LOUISIANA AT LAFAYETTE ALTERNATE CERTIFICATION PROGRAM

LANGUAGE ARTS

Strength

Grade Spans	N	Effect Estimates
Elementary (Grades 1-5)	58	-6.7
Middle School (Grades 4-8)	8	-4.5
Secondary (Grades 6-12)	25	-1.6
Special Education	9	7.4
Mean Effect Estimate for <i>the University of Louisiana at Lafayette</i> for <i>Language Arts</i> (Level 4 Performance Level)		-5.1

Mean Effect Estimate for All New Teachers for Language Arts = -2.7

Example of Content, Achievement Test, & Content Standard Breakdown

UNIVERSITY B: UNIVERSITY OF LOUISIANA AT LAFAYETTE ALTERNATE CERTIFICATION PROGRAM

LANGUAGE ARTS (GRADE 4)

Description	Write competently	Locate, select, and synthesize information
Percentage of new teachers whose students scored at or above the state mean on items addressing specific state content standards for language arts on the Grade 4 achievement test	10%	61%



***DATA DRIVEN FINDING BY UL-L:
Writing competently is a need of
students taught by new teachers
from UL-L.***

quality

2010-11

Louisiana Now Possesses Two Models to Assess Teacher Preparation

BoR Value-Added Teacher Preparation Assessment Model (2003 - Present)



LDOE Value-Added Teacher Evaluation Model (2009-Present)



quality

Decision to Use One Consistent Model to Evaluate Teachers and Teacher Preparation Programs in Louisiana August 2011



**Dr. James Purcell, Commissioner of
Higher Education, Louisiana Board of
Regents**



**Ollie Tyler, Acting State Superintendent,
Louisiana Department of Education**

Rationale to Use the LDOE Value-Added Teacher Evaluation Model

- LDOE Value-added Teacher Evaluation Model is being used by teachers and schools in Louisiana for Act 54
- One set of value-added results for teachers will be less confusing to the public
- The new model is more efficient in capturing more extensive student test history and more students & teachers
- The new model was designed to permit drill down
- Using one model will be more cost efficient

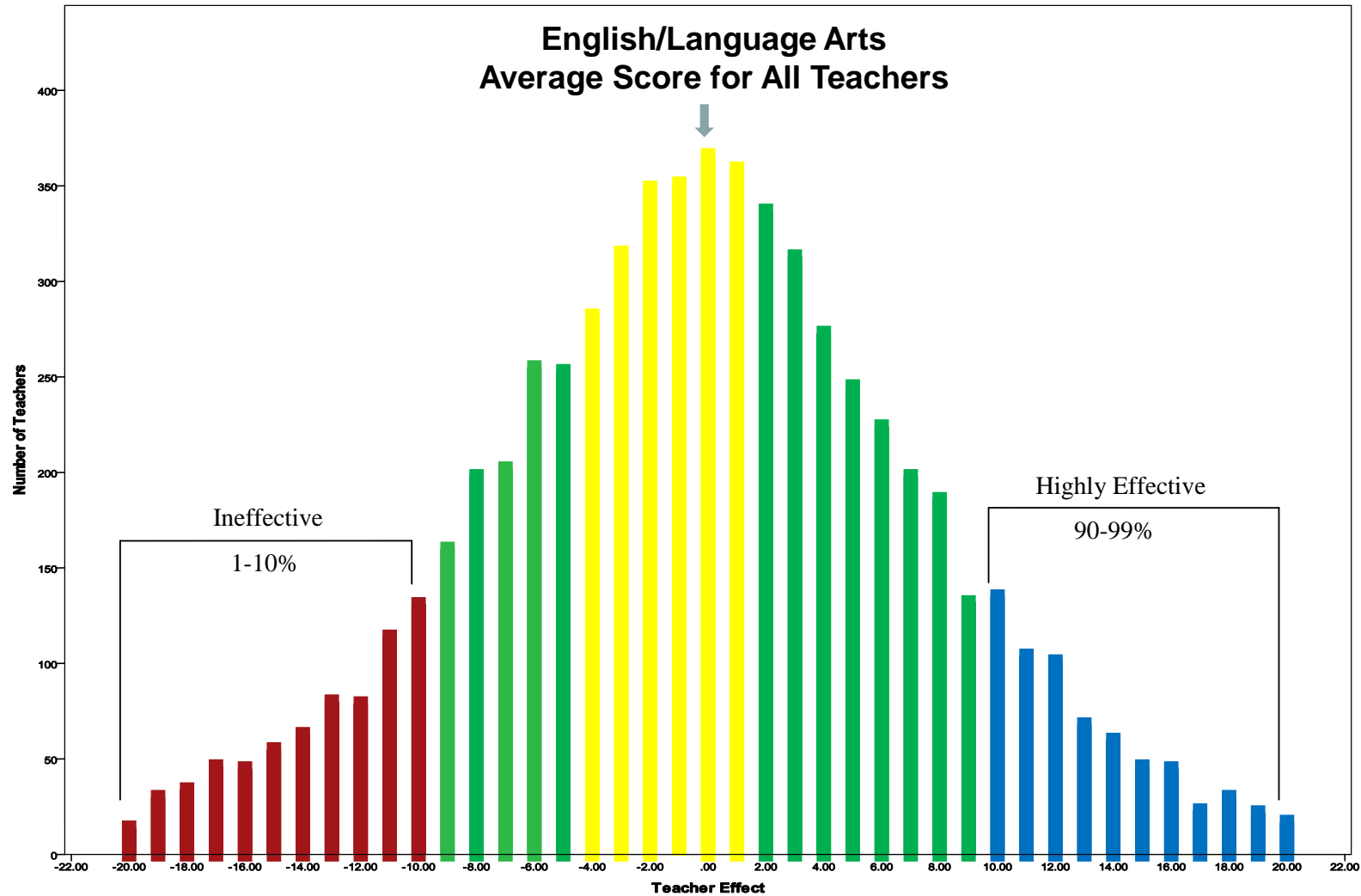
Example

2010-11 Value-Added Results: Science

ALL TEACHERS			
Teachers	N	Mean	SEM
Experienced Certified Teachers	12022	0.2	0.1
New Teachers	1395	-0.3	0.2
ALTERNATE PROGRAMS			
Teacher Preparation Programs	N	Mean	SEM
Southeastern Louisiana University Master's Alternate Certification TPP	26	2.3	1.6
Louisiana College Practitioner TPP	39	1.4	1.1
The New Teacher Project Practitioner TPP	71	1.4	1.0
University of Louisiana - Monroe Master's Alternate Certification TPP	29	0.2	2.4
Louisiana Resource Center for Educators Practitioner TPP	49	-1.4	0.8
University of Louisiana - Lafayette NM/CO TPP	53	-2.5	1.0
UNDERGRADUATE PROGRAMS			
Teacher Preparation Programs	N	Mean	SEM
Southeastern Louisiana University Undergraduate TPP	40	2.2	1.0
Louisiana State University Undergraduate TPP	70	0.4	0.7
Nicholls State University Undergraduate TPP	27	0.1	1.2
McNeese State University Undergraduate TPP	33	-0.4	1.2
University of Louisiana - Lafayette Undergraduate TPP	118	-1.1	0.6

quality

English Language Arts Teacher Effect Distribution for 2010-2011 for ALL Teachers



Average value-added scores of Louisiana's teacher preparation programs for English Language Arts ranged from -4.1 to +1.5 in 2009-2010,

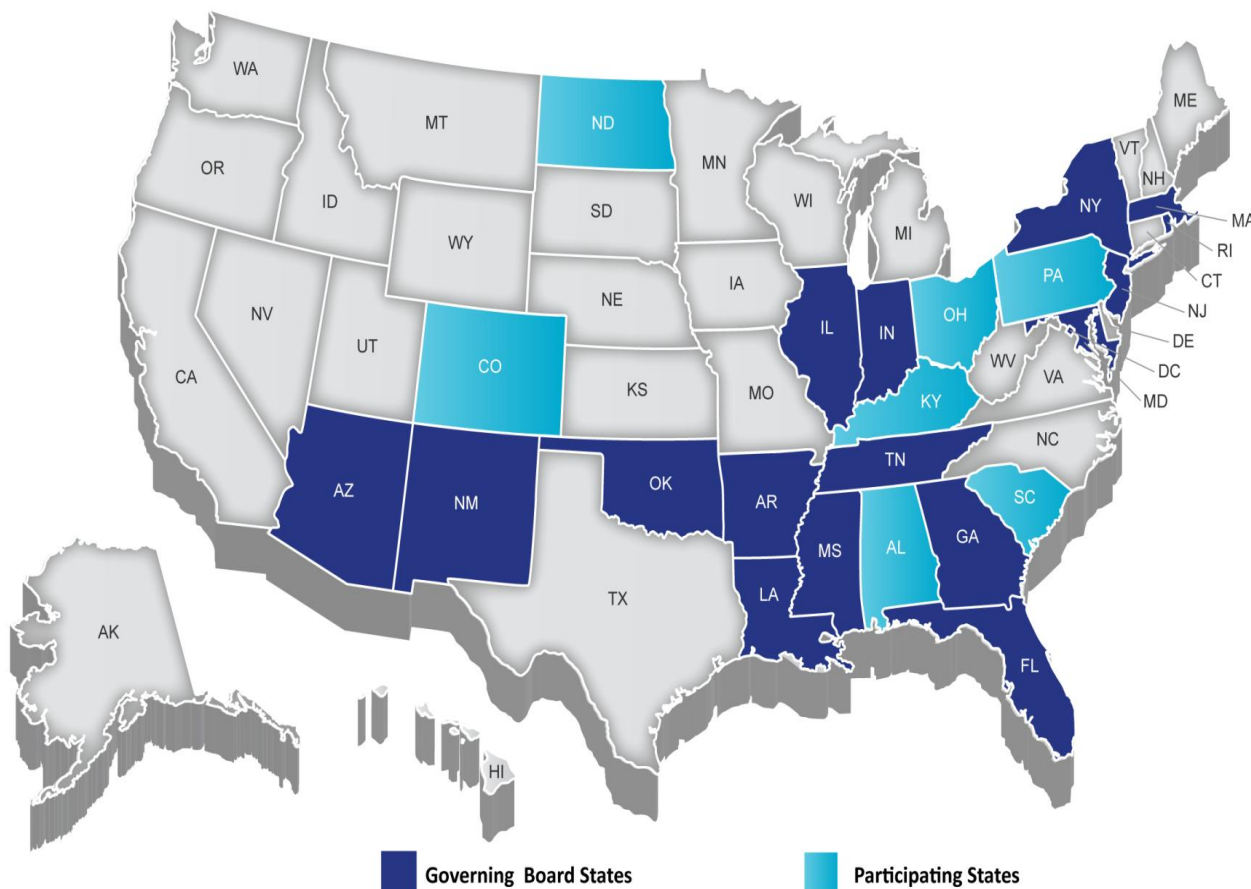
What barrier is preventing teacher preparation programs from providing intensive support to alternate teacher candidates or new teachers who have low value-added scores?

- **State law does not allow** teacher preparation programs to have access to **value-added scores connected to the names** of alternate teacher candidates or new teachers who have completed a teacher preparation program
- BoR and LDOE have worked together to create a **consent form** for teacher preparation programs to ask teacher candidates and/or new teachers to sign to permit teacher the programs to have **access to the teachers' value-added scores** **(This is voluntary)**
- **If districts and teachers are willing**, teacher preparation programs will be able to **offer focused support** to alternate teacher candidates and new teachers if they have low value-added scores and have signed the consent form

Partnership for Assessment of Readiness for College and Careers (PARCC)

Jeanne Burns (BoR)
LA Higher Education Lead

Scott Norton (LDOE)
LA K-12 Lead



quality

How is Louisiana involving higher education in PARCC?

PARCC CAMPUS LEADERSHIP TEAMS (2011-2014)

- **Composition:** 4-8 member teams on two- and four-year campuses composed of college faculty and K-12 district partners
- **Meetings:** Webinar (July 2011);
Chancellors Meeting (August 2011);
Statewide Team Meetings (September 30, 2011; March 23, 2012; & June 12, 2012), &
Other Meetings During 2012-2014

What are the roles of PARCC Campus Leadership Team members?

- **Acquire and disseminate information** pertaining to Common Core State Standards & PARCC assessments to college and university personnel
- **Provide feedback** to state and national contacts about the development and use of Common Core State Standards and PARCC assessments
- **Integrate** Common Core State Standards, Compass, and PARCC assessments into the **college curriculum** (Colleges of Education & Colleges of Arts/Sciences/ Humanities)

What are the specific activities that are being implemented by PARCC Campus Leadership Teams during 2011-12?

- **Project Management Plans:** Develop State and Campus Project Management Plans that identify the specific activities that will be implemented by the teams
- **CCSS/PARCC/Compass:** Disseminate information about CCSS, PARCC, and Compass to the faculty
- **CCSS/Compass Professional Development:** Participate in professional development regarding CCSS, Compass, and PARCC
- **Critical Core Competencies:** Identify critical core competencies that high school students need to exhibit in mathematics and English to be successful in College Algebra and English I and reach statewide consensus
- **Curriculum Alignment:** Realign the curriculum within Colleges of Education and Colleges of Arts/Sciences/Humanities to prepare new teachers to address CCSS, Compass, and PARCC

How can higher education and K-12 schools work collaboratively to support stronger student Achievement as CCSS, PARCC, & Compass are implemented?

- Compass trained teacher preparation evaluators can help principals **evaluate alternate certification teacher candidates** and work collaboratively to develop teacher candidates in areas where weaknesses are demonstrated
- University and K-12 educators can jointly **identify CCSS and PARCC resources** that can be shared on an electronic “One Stop Shop” for Louisiana
- University and K-12 educators can create new models for the **delivery of clinical experiences and student teaching** that support ongoing growth of student learning
- As deeper understanding develops about effective strategies to deliver instruction to address CCSS, PARCC, and Compass, university and K-12 educators can **share professional development opportunities**

quality

Preparation and Ongoing Professional Learning for Teachers Matters!!!



jeanne.burns@la.gov

<http://www.regents.la.gov/Academic/TE/Value%20Added.aspx>